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Classification of Languages, Linguistics and Ethnology, and Characteristics of American Languages. The intention of the whole is to "describe as clearly as possible those psychological principles of each language which may be isolated by an analysis of grammatical forms," and a full discussion of "the essential psychological characteristics of American languages" is promised for the end of the second volume. Whether this selectively psychological treatment will be of greater service to psychology than a complete linguistic exposition, an objective record which every psychologist might use independently for himself, remains to be seen. If, however, it is allowable to judge by the material before us, enough will be offered to afford a critical basis whether for agreement or for dissent. It is impossible to praise too highly the care with which the book has been compiled and printed.

The greater part of Dr. Swanton's work is devoted to the Natchez group, and contains valuable information as to customs, mythology, and religion. It is interesting to note the settlement, by new evidence, of the controversy regarding the Taënsa grammar which raged in the eighties of the last century. "If the language in the work under discussion was ever a living speech it was not that of the Taënsa; and since, in consequence, the texts, containing as they do references to this tribe, must have been the work of white men, we may conclude with probability that the whole of the material had the same origin and is entirely fraudulent" (p. 24).

Drs. Thomas and Swanton have prepared a linguistic map of Mexico and Central America, which has been revised by a number of authorities, and is here printed "as an attempt to represent the present state of knowledge regarding a subject which may never be cleared entirely of obscurity." The two remaining *Bulletins* upon our list are of an archaeological character.

The Conflict of Naturalism with Humanism. By W. GOODSSELL. *Spinoza as Educator.* By W. L. RABENORT. Teachers' College, Columbia University, Contributions to Education, Nos. 33, 38. 1910, 1911. pp. 183, 87.

For Humanism, the significance and worth of the universe rest in their relation to the life of man; for Naturalism, human life, as well as all phenomena that penetrate man's experience, are explicable by reference to natural forces, operating throughout the universe to produce unvarying sequences of events. These world-attitudes were clearly outlined by the Greeks; re-emerged during the intellectual ferment of the Renaissance; attained a clearer definition in the 17th and 18th centuries; and are found in conscious opposition in the 19th. They may be reconciled by way of Pragmatism, "a philosophy of life which combines the devotion to facts characteristic of the naturalist with that reverent faith in ideal values which marks the humanistic creed." Mr. Goodsell's essay traces the historical development of the opposing theories; shows the influence of their opposition upon the educational theory and practice of different periods; outlines the pragmatic reconciliation; and suggests the implications of this pragmatic synthesis for a philosophy and art of education. He has read widely, but makes no reference to Ward's 'Naturalism and Agnosticism'.

Spinoza looked upon education as a natural process, since it is in harmony with the developing character of the universe; as a necessary phenomenon, since God and Nature would be different without it; and as a free activity, since it goes on in accordance with the

nature of the being educated. The possibility of education thus granted, Mr. Rabenort shows us Spinoza's view of the elements of human nature, and sets forth his doctrine of the supremacy of the intellect. The author then turns to the complications of personality; individuals differ, and individuals also unite to form social groups. So we arrive at the criteria of education; Spinoza accords priority to social intercourse and the preservation of life and health. The general aim of the essay is to prove, by exposition and full quotation, that the omission of Spinoza's name from the roll of philosophers who figure in the History of Education is unjustified; the author hopes that, the hint once given, the bearing of the Spinozistic philosophy upon education will attract the labor of other hands.

"Obscene" Literature and Constitutional Law: a forensic defense of freedom of the press. By T. SCHROEDER. Privately printed for forensic uses. New York, 1911. pp. 439.

The Social Evil in Chicago: a study of existing conditions with recommendations by the Vice Commission of Chicago. Chicago, Gunthorp-Warren Printing Co., 1911. pp. iii., 399.

Report of the Vice Commission of Minneapolis to His Honor J. C. Haynes, Mayor. Minneapolis, Press of H. M. Hall, 1911. pp. 134.

The Answer. By W. J. CHIDLEY. Melbourne, The Australasian Authors' Agency. 1911. pp. 79.

The first of these volumes, which consists in the main of articles already printed in popular, medical and legal journals, argues, as its title implies, that the existing postal and other laws against 'obscene and indecent' literature are unconstitutional, and that the resulting suppression of information is contrary to public welfare. Its subject-matter is therefore of sociological rather than of psychological interest; we note, however, that it contains a psychological and ethnological discussion of Modesty, the results of which are in substantial agreement with those of the best modern authorities.

The next two books,—the one of them was at one time forbidden the mails; so that, in its case at any rate, Mr. Schroeder's protest is justified and timely,—are also sociological in character; the Chicago Report contains data of some importance for social psychology.

The question which Mr. Chidley seeks to answer is that propounded by Montaigne: "What has rendered the act of generation, an act so natural, so necessary and so just, a thing not to be spoken of without blushing, and to be excluded from all polite discourse?" The answer, freed of all irrelevancies, is this: The act has been misunderstood, popularly and scientifically. The author's view is a physiological, not a psychological hypothesis; we give it mention because he declares that for many years he sought, in vain, to publish a book on the subject. We suspect that the failure to find a publisher is due less to the nature of the subject itself than to the apparently extravagant theories and inferences with which Mr. Chidley invests it.

An Outline of Individual Study. By G. E. PARTRIDGE. New York, Sturgis & Walton Co., 1910. pp. v., 240.

This little book suffers from two disadvantages: the first, that it appeared in the same year with Whipple's far more elaborate *Manual of Mental and Physical Tests*; the second, that it bears a curiously